Accommodations Toolkit

Test Breaks: States' Accessibility Policies, 2023

This summary of states' accessibility policies for **test breaks** is part of the *Accommodations Toolkit* published by the National Center on Educational Outcomes (NCEO).[1] The toolkit also contains a summary of the research literature on test breaks (/nceo/accommodations-toolkit/test-breaks-research).

Accessibility policies often have several tiers of accessibility features: universal features, designated features, and accommodations.[2] Figure 1 summarizes how states included test breaks in their accessibility policies for students with disabilities in 2023. Figure 2 summarizes how states included test breaks in their accessibility policies for English learners in 2023. Table 1 shows how test breaks was included in the policies, while Table 2 contains additional details and specifications.

Figure 1. States' Accessibility Policies for Test Breaks for Students with Disabilities, 2023

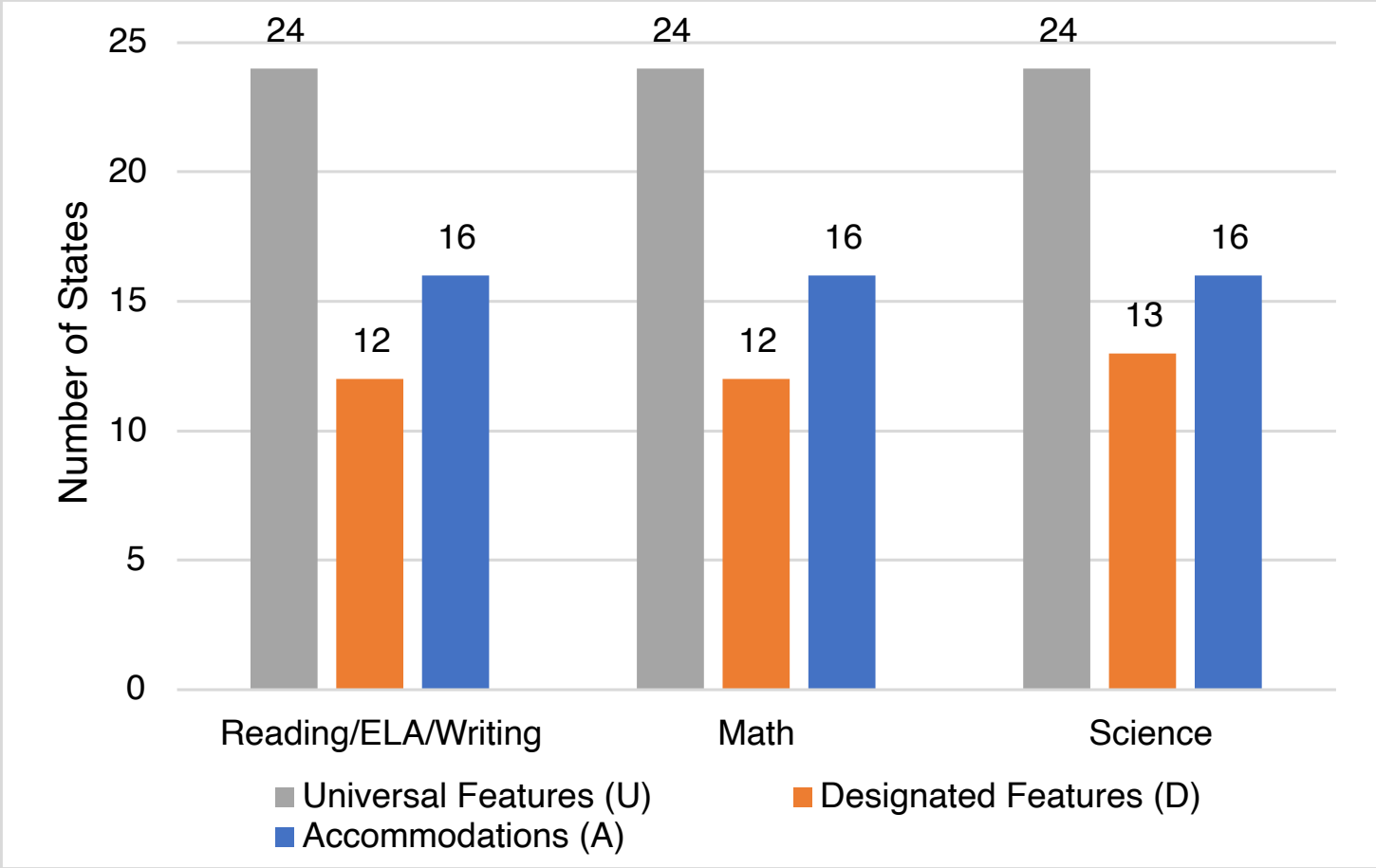

Figure 2. States' Accessibility Policies for Test Breaks for English Learners, 2023

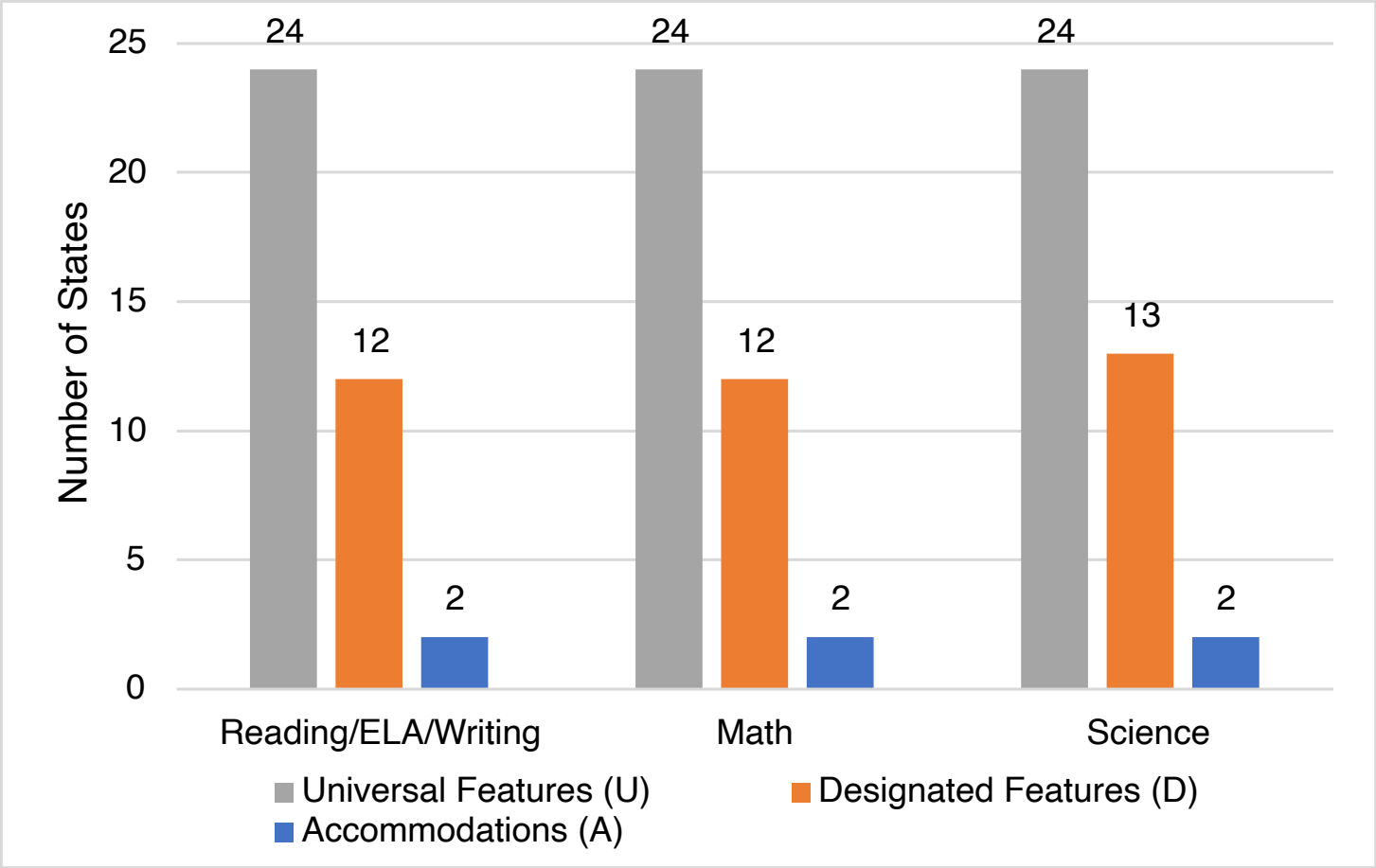

Table 1. Accommodations Policies for Test Breaks by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Reading/ELA/Writing			Math	
	U	D	A	U	
Alabama		X			
Alaska			SD		
Arizona	X		SD	X	
Arkansas			SD		
California	X			X	
Colorado		X	SD		
Connecticut	X			X	
Delaware	X			X	
District of Columbia		X			

Florida			SD		
Georgia	X		SD	X	
Hawaii	X			X	
Idaho	X			X	
Illinois		X			X
Indiana	X		SD	X	
Iowa	X			X	
Kansas					
Kentucky					
Louisiana					
Maine					
Maryland		X			X
Massachusetts		X			X
Michigan	X			X	

Minnesota					
Mississippi		X			X
Missouri	X	X		X	X
Montana	X			X	
Nebraska					
Nevada	X			X	
New Hampshire					
New Jersey		X			X
New Mexico		X	SD		X
New York			SD		
North Carolina			SD		
North Dakota	X			X	
Ohio		X			X

Oklahoma			SD		
Oregon	X			X	
Pennsylvania			SD, E		
Rhode Island	X			X	
South Carolina	X			X	
South Dakota	X			X	
Tennessee			SD, E		
Texas					
Utah	X			X	
Vermont	X			X	
Virginia			SD		
Washington	X			X	
West Virginia	X		SD	X	

Wisconsin	X			X	
Wyoming	X	X	SD	X	X
Total (Students with DIsabilities)	24	12	16	24	
Total (Enlgish Learners)	24	12	2	24	

Note: Blank cell = no policy found

Table 2. Details and Specifications: States' Test Breaks Accessibility Policies

State	Details/Specifications
Alabama	**Accessibility Support (Designated Feature):** It may be necessary to allow a break(s) during testing to give students an opportunity to redirect and refocus their attention. The number of breaks depends on the student. Students must be provided sufficient time to respond to every test item. The length of time will vary based upon each student's unique disability. Test Administrators should be familiar with the student's testing habits, amount of time needed to complete a single task, and whether or not a break(s) may be justified during testing. Consideration should be given to these factors when scheduling a test session for the student. Description: Breaks are designed to permit students, based on their medical, behavioral, or physical needs, the opportunity to take breaks as needed during a single test session. These breaks are anticipated to occur due to the nature of the student's unique situation and should not be confused with routine unplanned restroom breaks. This support is available to ALL students but must be a documented support that the student receives regularly in the classroom. Setting: Large group, small group, or individual. Considerations/constraints: Students who take breaks will not be allowed to make up lost time. If the student does not return to the testing room and resume testing within 10 minutes, the student's test will time out. The student must be placed into a make-up session—on the same day—in order to complete the test. Students who require multiple breaks or breaks lasting longer than 10 minutes should be assigned the Extended Time accommodation.
Alaska	**Accommodation:** Frequent breaks: Students may take breaks as needed.

Arizona	**Universal Test Administration Condition (Universal Feature):** Individual students may take a stretch break (1 or 2 minutes) during a test session (students may not talk, use electronic devices, go to lunch, or leave the testing room during the break). The Test Administrator may not initiate a student break during testing. The Test Administrator must collect the student's paper test booklet and scratch paper. Computer-Based Testing (CBT) students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student's test session using PearsonAccessnext (PAN). **Accommodation:** Rest/breaks: Individual students may take short breaks during testing sessions to rest. Students may only leave the room for a restroom break, visit to the nurse's office, or for emergency purposes. Paper-Based Testing (PBT)—The Test Administrator must collect the student's paper test booklet and scratch paper. Computer-Based Testing (CBT) —Students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student's test session using PearsonAccessnext (PAN). Electronic devices are not permitted during breaks. Once a test unit is begun, students may not take a break for lunch. Do not start the test unit unless there is sufficient time to complete the test unit.
Arkansas	**Accommodation:** Breaks as needed: Breaks with the test time paused, in addition to breaks scheduled for all examinees. Different than a restroom break. Recommended Usage: Examinees with medical conditions which require immediate response, examinees with behavioral concerns which require sensory breaks for calming. Notes: Examinees indicate when they need to take a break, and when they are ready to resume testing. Examinees may not interact with other examinees when taking a break. There may be a time limit for breaks as needed listed in the administration manual. Breaks may not be overnight. Extra testing time may also be authorized.
California	**Universal Feature:** Breaks: For CAASPP, the number of items per session can be flexibly defined based on student need. A student may take a break when needed; there is no limit to the number of breaks a student may take. A student may require extra time to complete the assessment if using this resource.

Colorado	**Administrative Consideration (Designated Feature):** Frequent breaks that DO NOT stop the testing clock: Students must complete each test unit within the specified unit testing time (by content area). Breaks do not stop the testing clock. During breaks, cover or close student testing device screens or paper-based materials. Students are not allowed to have anything that is prohibited during testing during their breaks. Students are to remain in the testing environment for breaks during each testing unit. Students may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment is for the restroom. In these cases, plan for an escort to minimize the student's interactions with other students on a different testing schedule. Assess students in an individual testing environment or in a group testing environment for students with similar break needs. Maintain the secure standardized testing environment, and break activity must not distract other students in the testing environment. Students may not interact with one another; only interactions with adults are allowed. Students may not discuss any questions or their answers on the assessment during breaks. Reading, accessing the internet, or making or receiving phone calls is not allowed during a break. **Accommodation:** Stop-the-clock breaks: Available to students as documented on their IEP or 504 plan. Students requiring stop-the-clock breaks typically experience extreme fatigue or have other medical needs that must be addressed while testing (e.g., check blood sugar, visit nurse). Medical Notes: • Students may leave the testing environment to take care of medical needs. Efforts must be made to minimize interaction with other students during this time. • For unforeseeable medical concerns such as seizure activity, follow "ill during testing" procedures. • For other medical concerns such as testing blood sugar levels, or visual fatigue (students with a documented vision impairment only), breaks are untimed and should not be counted towards "testing time." Outside of stop-the-clock breaks, students must complete each unit within the unit testing time. Test Administrators must track start and end time of breaks to ensure that students are given the appropriate unit testing time. Breaks are not overnight. Once a unit has begun, it must be completed during the same academic day. Students are to remain in the testing environment for breaks during each unit. The student may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment would be for the restroom or if a student needs to access special equipment, such as sensory equipment for calming. In these cases, arrangements must be made for the student to be

	escorted to minimize interactions with other students on a different testing schedule. Students must be assessed in individual or group testing environments with students with similar break needs. The secure standardized testing environment must be maintained, and the break activity must not be a distraction to other students. Students should not interact with one another. Students may not discuss any questions or their answers on the assessment during breaks. Secure assessment material may not be removed from the test environment during breaks. Reading, accessing the internet, or making or receiving phone calls is not allowed during a break. Computer-based assessment—during breaks, cover or turn off student computer screens. Paper-based assessment—during breaks, cover or close student test materials.
Connecticut	**Universal Feature:** Breaks (embedded): The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted unless an appeal for a test-reopen is requested by the District Administrator. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks (non-embedded): Breaks may be given at predetermined intervals or after completion of sections of the assessment for student. Sometimes individual students are allowed to take breaks when needed to reduce cognitive fatigue as they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Delaware	**Universal Feature:** Breaks (embedded): The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks (frequent breaks) (non-embedded): Pearson—All students may take breaks as needed. The term "Frequent breaks" refers to multiple, planned, short breaks during testing based on a specific student's needs (for example, the student fatigues easily). During each break, the testing clock is stopped. SBAC-Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

District of Columbia	**Administrative Consideration (Designated Feature):** Frequent breaks: Guidance on logistics for administrating assessments with frequent breaks: • Medical Breaks: Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • Individual Bathroom Breaks: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • In-Chair Stretch Break: Student pauses and stretches. Student's testing time does not stop. • Other Frequent Breaks, according to state policy.
Florida	**Accommodation:** A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.
Georgia	**Universal Feature:** Breaks: For some state assessments, breaks may be given between test sections. The times are determined at the local district level. **Accommodation:** Frequent monitored breaks
Hawaii	**Universal Feature:** Breaks (embedded): The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks (non-embedded): Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. There is no limit on the number of breaks that a student might be given; however, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Idaho	**Universal Feature:** Breaks (embedded): The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks (non-embedded): Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Illinois	**Administrative Consideration for All Students (Designated Feature):** Frequent breaks: Guidance on logistics for administrating the Illinois Assessment of Readiness with frequent breaks: • Medical Breaks: Student takes a break due to preexisting or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • Individual Bathroom Breaks: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • In-Chair Stretch Break: Student pauses and stretches. Student's testing time does not stop. • Other Frequent Breaks.
Indiana	**Universal Feature:** Additional breaks: The student can take breaks as often as needed. **Accommodation:** Student provided with additional breaks: Students are allowed additional breaks during testing. Some students may need to take a break due to the existence or sudden onset of a temporary or long-term medical condition, or to refocus due to attention concerns. If this occurs, the student's testing time is suspended during the break and is resumed upon the student's return.
Iowa	**Universal Feature:** Breaks: There is no limit on the number of breaks that a student might be given. The use of breaks during the assessment may result in the student needing additional overall time to complete the assessment.

Maine	**Designated Feature (Science):** Breaks: Multiple or frequent breaks may be required by students whose attention span, distractibility, physical or medical condition require shorter working periods.
Maryland	**Administrative Consideration for All Students (Designated Feature):** Frequent breaks: A student may require breaks during assignments, activities or tests for various reasons. Breaks are allowed and may be given at predetermined intervals or on request. There are a number of reasons why a student may need to take a break: • Medical Breaks: Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • Individual Bathroom Breaks: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • In-Chair Stretch Break: Student pauses and stretches. Please consult each individual assessment's Text Administration Manual for information on whether or not the testing time stops for In-Chair Stretch Breaks. • Other Frequent Breaks, according to state policy.
Massachusetts	**Designated Feature:** Frequent brief supervised breaks
Michigan	**Universal Feature:** Breaks: The number of assessment items a student will address in each testing session can be flexibly defined within the same day per test session, based on the student's need. For online testers: if a student takes a break lasting less than 20 minutes, the student will not need his/her original login ticket to restart the online test session. If the student's break lasts longer than 20 minutes, the student must use the original login ticket to resume his/her test session. Refer the assessment's Test Administrator Manual for more information about system time-out rules. Note: There is no limit on the number of breaks that a student might be given in a single day. The use of this universal "break" tool may result in the student needing additional overall time to complete the assessment.
Minnesota	After approximately every 30 minutes of MCA testing (or on a schedule determined by the district), students may be allowed a short break.
Mississippi	**Accessibility Feature (Designated Feature):** Scheduled rest breaks (Specify the time and duration of each break.)

Missouri	**Administrative Consideration (Designated Feature):** Frequent breaks or short segments **Universal Feature:** Break (pause): All students may take breaks of up to 20 minutes as needed. Usage of breaks is determined by the test examiner. There is no limit on amount of breaks. The INSIGHT student platform allows all students to pause the online assessment for up to 20 minutes. If the test is paused for more than 20 minutes, the student will have to log back in. If the need arises to move a student from one computer to another, pause the test and choose the exit button. The test will remain incomplete until the student logs back in and completes the test.
Montana	**Universal Feature:** Breaks (embedded): The number of items per session can be flexible based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks (non-embedded): Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Nevada	**Universal Feature:** Breaks (embedded): The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks (non-embedded): Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

New Jersey	**Administrative Consideration (Designated Feature):** Frequent breaks: Guidance on logistics for administrating the NJSLA and NJGPA with frequent breaks: • Medical Breaks: Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • IEP or Section 504 plan Breaks: Student takes a break as determined by their IEP or Section 504 plan. Student's testing time stops. • Individual Bathroom Breaks: Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. • In-Chair Stretch Break: Student pauses and stretches. Student's testing time does not stop.
New Mexico	**Administrative Consideration (Designated Feature):** Frequent breaks: Guidance on logistics for administering the 2021 Science, Math, and ELA assessments with frequent breaks: • Medical Breaks: Students take a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops. • Individual Bathroom Breaks: Students request a bathroom break within their overall allotted testing time. Student's testing time does not stop. • In-chair Stretch Break: Student pauses and stretches. Student's testing time does not stop. • Other Frequent Breaks: according to the PED policy. **Accommodation:** Breaks: Test administrators may pause and resume test sessions as needed to provide students a break.
New York	**Accommodation:** Breaks: For tests longer than 40 minutes in length. 10-minute break every 40 minutes.

North Carolina	**Accommodation:** Multiple testing sessions: The Multiple Testing Sessions accommodation allows the total test administration time to be divided into mini sessions as determined by the individual needs of the student. There are several ways in which the Multiple Testing Sessions accommodation may be provided. The IEP team or Section 504 committee makes the determination and documents how this accommodation will be provided. The decision(s) must be based on the individual needs of the student and must be documented in the IEP or Section 504 Plan. For example, it may be appropriate for the student • to begin the test on the same day as the general administration and complete the test on the subsequent school day(s); • to begin the test on the same day as the general administration and complete the test on the makeup day; • to test for a specified time period (e.g., fifteen minutes), then take a break (e.g., five minutes), and then test again for a specified time period, etc.; • to complete a predetermined number of test questions (e.g., ten questions), then take a break (e.g., three minutes), and then complete the next predetermined set of test questions; or • to use the Testing in a Separate Room accommodation so as not to disturb other students. Students with the Multiple Testing Sessions accommodation whose testing breaks differ from those designated in the test administration guide must also be provided the Testing in a Separate Room (one-on-one or small group) accommodation. However, consideration must be taken so that only students with the same Multiple Testing Sessions comprise the small groups using the Testing in a Separate Room (small group) accommodation. Students who are in a small group together with the Multiple Testing Sessions accommodation must have the same amount of work and break times (e.g., a three-minute break every 30 minutes). Students who will be provided the Multiple Testing Sessions accommodation during an online test administration must have this option enabled through the SIQ, which must be reviewed and possibly edited in NC Education before the day of the test. • More frequent breaks. If a student receives the Multiple Testing Sessions accommodation, he or she may require more frequent breaks than the standard work and break times. The test administrator should replace the standard timing information in the test administration script with the timing information documented in the student's IEP or Section 504 Plan. • Extended breaks. When the student takes an extended break, the test administrator should instruct the student to click the pause button to prevent others from seeing the

	test questions on the screen and to ensure test materials remain secure. The pause button pauses the test for sixty minutes. If the student is taking a break for longer than sixty minutes, the test administrator should follow the directions for testing over multiple days. • Testing over multiple days. If the student has completed testing for the day (or is taking a break that is longer than sixty minutes), the test administrator must close NCTest by clicking the save and exit button on the review or pause page. The exit logout screen will pop up for the test administrator to enter his or her username and password to exit the test without completing it. The student's responses to test questions will be saved.
North Dakota	**Accessibility Feature (Universal Feature):** Breaks: Testing systems can be programmed to allow for students to take breaks after completing a flexibly designated number of assessment items. The number of assessment items per session can be flexibly defined, based on the student's need. When breaks are longer than certain time limits, the student may be prevented from returning to items already attempted. There is no limit on the number of breaks that a student might be given. The use of this universal feature may result in the student needing additional overall time to complete the assessment.
Ohio	**Administrative Consideration (Designated Feature):** Frequent breaks: All students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during testing based on a specific student's needs (for example, the student fatigues easily). Students should pause their tests when taking a break. Students may pause their tests from the student testing site or the test administrator may do so from the Test Administrator Interface. The testing clock stops when the test is paused. Pausing a student's test signs the student out of the test. A student who pauses their test and signs back into the test on the same school day should be monitored to ensure the student does not return to previously viewed or answered items. A warning message displays after 20 minutes of test inactivity. If the student does not click OK within 30 seconds after this message appears, the test pauses and the student is logged out.
Oklahoma	**Accommodation:** Allow frequent breaks during one test session (maximum 10–15 minute duration). Student test book(s) must be secured during the breaks. Students must be monitored during breaks and may not study for or discuss the test during these breaks or view/change previously answered questions after a break. This accommodation is not intended for lunch or recess breaks—students must complete a section before being dismissed.

Oregon	**Universal Feature:** Breaks (online tests): The number of items per session can be flexibly defined based on the student's need. Note: for the computer adaptive tests, if the student's test is paused for more than 20 minutes, the student will no longer be able to return to previously answered items. There is no limit on the number of times that a student's test may be paused. The use of this universal tool may result in the student needing additional overall time to complete the assessment. On the ORExt, if the student needs a break, it is recommended that the Qualified Assessor exit the online test and start a new testing session when the student is ready to resume testing. Breaks (paper tests): Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Pennsylvania	**Accommodation:** Frequent breaks: Refers to frequent breaks within a regularly scheduled test session. Do not mark "Frequent breaks" bubble for regular breaks between sections or modules of a test. Consider a separate setting for students who require frequent breaks within a test section, for example, every 15 minutes. Students must be monitored during all breaks. Select "Frequent breaks" as a Timing Accommodation.
Rhode Island	**Accessibility Feature (Universal Feature):** Breaks: The following options are available for breaks. Breaks can be scheduled in a way that promotes the student's participation in the test. • EXTRA BREAKS • EXTENDED BREAKS • BREAKS AS NEEDED
South Carolina	**Universal Feature:** Silent breaks: A tool that refers to planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious, sensory needs). Students may take breaks as needed. Students must remain in the testing environment for silent breaks and engage in activities that will not disturb or distract other test takers. There should be minimal interactions with other students.

South Dakota	**Universal Feature:** Breaks (embedded): The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The student may need more time to complete the assessment depending on the number of breaks taken. Breaks (non-embedded): Breaks may be given at predetermined intervals or after completion of sections of the assessment. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. Use of this tool may result in the student needing additional overall time to complete the assessment.
Tennessee	**Accommodation:** Rest or break: Rest or break needed due to fatigue, behavior plan, sensory needs, or health related needs. This accommodation is not to be confused with a break provided for all students such as a stand and stretch break or break between subparts.
Utah	**Universal Feature:** Breaks: Breaks may be given if needed. The administrator of the assessment must monitor the length and timing of breaks so students do not have opportunity to seek answers to items on the assessment.
Vermont	**Universal Feature:** Students taking paper-based tests may be given breaks based on individual need, predetermined intervals, or between sections of the assessment.
Virginia	**Accommodation:** Planned breaks during test: Students, who require breaks, but not multiple test sessions, must complete the test in one school day. The schedule for breaks must be determined prior to testing and be based on the routine use of scheduled breaks during classroom assessment. The Test Examiner and School Test Coordinator should work together to establish the procedure for notifying the student to begin and end a break during testing. Breaks are available for either online or paper tests. Additional information on planned breaks is available in Appendix B of the Test Implementation Manuals.

Washington	**Universal Feature:** Breaks (embedded): The number of items per session can be flexibly defined based on the student's need. There is no limit on the number of breaks that a student might be given. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. Refer to the pause rules in the applicable Test Administration Manual (TAM) for additional information. Breaks (non-embedded): Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands.

West Virginia	**Universal Feature:** Breaks (embedded): The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes (on Reading, math, and science sections) will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks (non-embedded): Breaks may be given as predetermined intervals or after completion of sections of the for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment. **Accommodation:** Extra breaks (no studying): Students can take additional breaks as requested or at predetermined intervals. Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. Students are not allowed to study for tests and must be monitored during breaks. These students may need to be assigned to a different location to prevent distractions. Students are not allowed to study for tests and must be monitored during breaks. Extended breaks: Students take extended regularly scheduled breaks; "off testing time clock." Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. These students may need to be assigned to a different room or location to prevent distractions. Students are not allowed to study for tests and must be monitored during breaks. Breaks as needed: Students can take breaks during a test section. The timing of the test is paused during the break. Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. These students may need to be assigned to a different room or location to prevent distractions. Typically given to students with physical or medical conditions. Students are provided with breaks as requested. Students are not allowed to study for tests and must be monitored during breaks.

Wisconsin	**Universal Feature:** Pause (breaks): Students may be allowed to take breaks periodically as determined by their test administrator. Students should select the pause button in the lower toolbar to pause the test and to ensure that their test questions and responses are not visible to others while they are away from their device. The pause feature lasts up to 20 minutes. If the student returns to the paused device within the 20 minutes (a countdown timer displays the amount of time remaining in the pause) the student will not need to log back into the test session. If the 20-minute time limit expires prior to the student resuming, the system automatically saves and exits the test session. To resume testing, the student will need to log back into the session with their test ticket.

Wyoming	**Administrative Consideration (Designated Feature):** Frequent breaks: All students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during the scheduled testing time, based on a specific student's needs (e.g., the student fatigues easily). **Universal Feature:** Breaks/pausing test sessions (embedded): The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already answered by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks should not give students an opportunity to interact (e.g., going to lunch, recess, specials, etc.). Students should pause their test when taking a break. Students may pause their test from the student testing site or the Test Administrator may do so from the Test Administrator Interface. Pausing a student's test signs the student out of his or her test. (Ohio's Accessibility Manual, p. 4) Breaks (non-embedded): Breaks may be given at predetermined intervals or after completion of sections of the assessment for students. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. Breaks of more than 20 minutes will prevent the student from returning to items already answered by the student. Breaks should not give students an opportunity to interact. The use of this universal tool may result in the student needing additional overall time to complete the assessment. **Accommodation:** Extended time: Students are able to pause assessments for more than 20 minutes and resume testing at a later time. WY-TOPP assessments are not timed but were developed to be completed in one sitting. If a student has extended time documented in an IEP, then the WY-TOPP assessment may be paused for more than 20 minutes. If the writing assessment is paused and resumed at a later time, then a Grace Period Extension appeal must be submitted through TIDE. Students who do not have extended time documented in an IEP may pause assessments for 20 minutes or less.

Footnotes

- **[1]**
  States' accessibility policies on test breaks were obtained through the examination and analysis of publicly available information, including accommodations manuals or other policy documents, on state department of education websites. The policies were gathered from states' websites between August and December 2023.The information in the tables from each state was coded based on information in the state policy.

- **[2]**
  Universal Features are available to all students as they access instructional or assessment content. *Designated Features* are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. *Accommodations* are changes in procedures or materials ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are generally available to students for whom there is documentation on an individualized education program (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

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